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Empowering Refugees Through Self-Education

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University of San Francisco

Empowering Refugees Through Self-Education

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Ayanna Osborne
December 2017

Empowering Refugees Through Self-Education

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

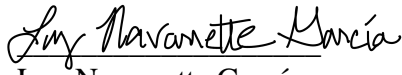
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by
Ayanna Osborne
December 2017

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:


Luz Navarrette García
Instructor/Chairperson

December 21, 2017
Date

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ABSTRACT

This paper is designed to bring awareness to the lack of education within refugee camps, the consequences of this and to help provide some solutions while analyzing similar successes already experienced around the globe. This paper will focus on two methods that will help create independent learners and thus, provide an alternative way to bring education into refugee camps. The included field project will then provide a beginner's guide to seeking education and starting a class and as well, a resource to provide supplemental materials in doing so. An old Chinese proverb tells us, "Give a man a fish, and you will feed him for a day. Teach a man how to fish, and you will feed him for a lifetime." In this case, you can give a student knowledge, or you can teach them how to acquire that knowledge them self. In that way, they can become a lifetime learner

CHAPTER I INTRODUCTION

In our world, education has proven to be the key to not only get you to where you want to go in life, but also as a fundamental building block of who we are. We are what we have learned. In today's day and age, it is increasingly important to become educated not only for personal use but to expand one's opportunities as well. A classroom provides a place for an exchange of knowledge and ideas which thus connects and unifies us all on a global level. Most countries can provide education to its citizens. However, there are many places that do not have the monetary funds to ensure that everyone can attend school. Furthermore, it becomes an increasing struggle to provide education to not only national citizens but to those who have come to seek asylum as well. As a future educator, it is my mission to help provide access to education to those who need it. I do not like to see suffering and know that by gaining an education, so many opportunities in life become available to you. There are so many people out there with the desire to learn but do not have the means to. I sincerely desire to help, and I believe my creative mind can aid in providing education to people around the world. One area that is particularly vulnerable and needs help would be in refugee camps.

Refugees can arguably be regarded as some of the world's most underserved people. Although many resources are provided to refugee camps, in many instances, they are not efficient enough to provide the much-needed services that the magnitude of people within a refugee camp would need. This holds particularly true in regard to education. Often, there is a lack of teachers, education buildings, teaching and learning resources, and other tools needed in order to provide a proper education. As result, there are children who have been out of school for years and former teachers who have been unable to teach since they had to flee their country. In

the paper that follows, my field project and the literature review included will affirm that despite limited resources, schools can still be created and despite a lack of formal educators, knowledge can still be transferred by those who have knowledge on a subject and are willing to share it.

Statement of the Problem

When people flee their home countries because of conflict or persecution, they often relocate to places that have inadequate assistance or resources to include food, clothing, healthcare, and education. The United Nations High Commissioner for Refugees (UNHCR, 2016) estimated around that time, over 16 million people were refugees around the globe. More than half of them are children. In addition, 5 million are of primary and secondary school age, and 3.7 million of those do not have a school to attend. The percentage of refugee children who are likely to be out of school is five times higher than children who are not refugees. As it stands, only half of all refugee children are fortunate enough to attend a primary school. For the rest of the globe, citizens access this level at 90%. When it comes to secondary school, the average percentage declines to 22% for refugees. The rest of the world averages at 84%. Furthermore, in regard to access to higher learning, refugees on average only attend college at a disheartening one percent. Internationally however, the average rests at 34% (UNHCR, 2016). These statistics show that globally, there is a dire need for easier access to education. If more opportunities for education and learning are not created, these statistics will only grow, and as a result, so will a lack of opportunities to excel and an increase in poverty.

Education has long since been established as a fundamental human right. There have also been strong correlations seen between having an education and a reduction in poverty, an

increased level of stability, a surge in economic growth, and a clear improvement in the lives of children, in families, and in communities as a whole (Dryden-Peterson, 2011). In 1948, nearly all countries came together to sign the Universal Declaration of Human Rights. This document formally recognized education as an entitlement for all. However, as the amount of violence and conflict continues to surge, people are becoming increasingly displaced. This then results in the resources of the countries taking them in being stretched very thinly. In refugee camps, this often translates to adults and children often have minimal schooling available to them (UNHCR,2016). Overall, most refugee camps are not given the time or resources that are needed when it comes to education. If not addressed, the rate of uneducated children and adults will only grow. By aiming to provide easier access to education in refugee camps, a significant step can be taken in overcoming this problem.

Purpose of the Project

The main purpose of this project is to help provide a sense of direction and hope to those in refugee camps who may feel like they have been forgotten. As educational provisions there are usually scarce or ineffective, the project that I have designed will aim to help create independent classrooms in which my guide will then teach refugees how to organize, seek information and educate each other.

As the format of current education stands, there is not much opportunity for education to be taught and directed by the learners. Most forms of education require a formal school setting with a class instructed by a trained professional. Particularly in refugee camps, it is rare that refugees take it upon themselves to self-educate. In most instances, education is only provided by

the host government or by non-governmental organizations. Even this however has its limitations and often there are not enough resources to reach all those who need it. The purpose of this project will be to help provide another way in which education can reach even the most rural and neediest of areas. By teaching refugees of all ages to share knowledge with one another, to seek further information and to successfully teach one another, we can effectively create an alternative form of education in which education is more quickly and more easily accessible.

My project will outline how refugees can create and maintain classes that are self-directed and based on the concepts of community-based and collaborative learning. These two concepts will allow refugees to become empowered in creating, initiating and maintaining their educational experience. This paper will advise how to start a class, how to teach a class, and how to work together to decide on a curriculum for that class. The main purpose of this project, is how guide refugees in doing this despite the lack of resources or formal education. Each class will also occur in such a manner that classrooms will not only have individualized lessons based on learning level but will focus on classes that include people of all ages and levels learning at the same time. In this way, adults can help teach the youth and can help monitor and assess their progress just as the youth will be able to help adults learn by using their younger, fresher perspective. Given the limitations that often exist in refugee camps, resources need to be provided that allow adult refugees with formal education or specific skills to assume the role of teaching their fellow refugees. Overall, the purpose of this project is to ensure that those who have been confined to refugee camps can be empowered with the opportunity to learn.

Theoretical Framework

Although I believe one must have a foundational desire to become educated for one's self and act towards achieving it, I feel the ultimate learning and progression to accomplishment occurs when a group of people collaborate and help each other learn new information. There was a Russian psychologist, Lev Vygotsky (1896-1934) who theorized along the same lines on how people learn while in social contexts. He became known in the west after publications of his work came out in 1962 in relation to his social theories. Pertinent to my paper is his Social Development Theory. In this, Vygotsky advocates that true learning takes place not only during interactions with their teachers but with their peers as well. By collaborating with other students, a community of learners is created which enhances the learning process. Knowledge construction then increases dramatically, particularly when students are involved with student to student or expert to student collaboration on tasks that build up language, skill sets, conducting research, sharing results, creating projects, or finding solutions to real-world problems (Neff, n.d.).

In order to understand Vygotsky's Social Development Theory, two main principles of his work must also be understood. The foremost is Vygotsky's concept of the "More Knowledgeable Other" (1978). This refers to someone who has a higher level of understanding than the learner. This can include teachers, older adults, adult's children or a child's peers. The More Knowledgeable Other is able to help develop learning within another and deepen their understanding. This concept is closely paired to Vygotsky's principle of the Zone of Proximal

Development (1978). This correlates to what a person is able to learn independently versus what they could learn from a more “knowledgeable other.” Through guidance skills are developed and in turn, higher mental functions. For example, when trying to solve a jigsaw puzzle, a child can attempt to solve it their self and potentially take a long time to do so. Or, they can learn skills to solve it from another, such as connecting the corner and edge pieces first in order to get a better understanding and starting point to the puzzle. Vygotsky views the modeling of behaviors and instructions for children as collaborative or cooperative dialogue and thus, learning. (McLeod, 2014). This is due to the fact that a child will seek understanding, internalize information and use it to regulate and guide their learning. Overall, Vygotsky views social interactions as an essential and effective way to learn. He views this cooperative learning from more skillful peers as a way to heighten intelligence, develop strategies and increase skills (McLeod, 2014). Ultimately, we learn a great deal through interacting and communicating with others.

Significance of the Project

This project is significant in that it will help facilitate and improve communication and education among refugee seekers. It will serve as a tool to empower individuals to go out and seek the knowledge that they need to be successful. It will foster education within refugee camps where thousands of people are looking for a way to brighten their futures. This, in turn, will dramatically decrease the statistics related to low levels of education around the world.

As a lack of education and poverty go hand in hand, to increase education is to decrease the world’s percentage of poverty. Being educated will provide better lives and opportunities to countless people. The most important aspect of this project is what having an education can do

for refugees. Education is a form of empowerment, most notably for women and girls, it improves child survival and maternal health, reduces hunger, fights HIV/AIDS, spurs economic growth, and provides a foundation for peace-building (UNICEF, 2015). Additionally, by being provided an education, refugees can learn information that can increase their quality of life.

By helping refugees gain easier access to education, my guidebook will effectively change the course of hundreds, if not thousands of people. By enabling refugees to become independent education seekers, money, time and resources can be spared from creating, staffing and maintaining formal school settings. Additionally, by allowing refugees to become responsible for creating their own classrooms, they can begin much quicker and easier than waiting around for outside help to come in to organize for them. With the current models of refugee education, refugees must wait for the government or an NGO to come in set up a structure, get materials and staff the schools. This can take a daunting amount of time. With this model of learning, schools could potentially begin the same day they begin to be orchestrated. The goal is to ultimately be funded by the government or organization in which resources are provided to provide sheltered structures, trained professionals, student and teacher materials and daily meals. However, in the interim or if those resources never come, refugees will be aided through this project in learning how to take matters into their own hands.

Furthermore, although the long-term benefits are evident of education an area that is overlooked are the positive effects of communication on the short term, every-day lives of refugees in the camps. By spending time learning and communicating, we not only can provide a safe social setting but can help relieve tensions between refugees. Learning to effectively communicate will help refugees because many of them may speak different languages due to

conflict that forces people from many different cultures to flee. As well, tensions between refugees and the host country may arise as they may speak different languages and need a common thread of communication to unite behind. This lack of communication can inhibit the reception of essential services within the refugee camp, such as health services. If you are unable to communicate with your doctor efficiently, they will not be able to be efficient in their work either and you may be misdiagnosed or untreated. As well, the ability to attend a school will provide a sense of normalcy to millions of people. These people are already in a state of disarray where many of them having lost family members, homes, belongings, limbs or appendages, and their whole way of life in their home country. The ability to get up and go learn something will give hope to many that things are getting back to normal and will give them something to do that's positive and constructive. Many will look forward to the future and to learning, thus bringing some happiness and light into this dark situation. By providing a place where children can be positively and safely occupied for the day, this also give parents the time to do activities they need to do, such as searching for or engaging in work without having to watch their child all day.

CHAPTER II REVIEW OF THE LITERATURE

Introduction

In the following literature review, I discuss two primary tools that will help provide easier access to education in refugee camps. By teaching refugees the skills associated with self-directed and collaborative learning, they will become their own teachers, eliminating the need to have a trained professional present to learn. Knowledge will be able to be sought independently in a self-directed manner or acquired by working in pairs or groups. The following pages foremost discuss the current state of education in refugee camps. There is an evident disparity in access and opportunity in refugee camps and the rest of the world. There is also a clear and positive correlation between English language acquisition and increased access to opportunities in life. This review then continues by defining Self-Directed Learning and its implications in the field of education. Several success stories are discussed, showing how this form of learning is capable of motivating and educating people of all ages. The third part of this paper discusses Cooperative Learning and the positive effects it has had in classrooms around the globe. The successes seen are reflective of how knowledge can be acquired by working on teams, rather than just through the lecture of a teacher. All sections provide discussions of case studies that further support the applicability and usage of these concepts in the field of education and most importantly, in the ability to bring easier access to education to refugee camps.

The Need for Education in Refugee Camps

In our global society, the need to provide easier access to education in refugee camps is becoming increasingly more urgent. The international number of refugees has reached a level it has not since the Second World War. In 2016 alone, 1.8 million people became displaced or refugees, primarily fleeing from Syria, Mali, Iraq and South Sudan. This is in addition to the millions of other people who have already retained refugee status for multiple decades due to other global conflicts (UNHCR, 2016).

The term refugee references a person who has crossed an international border due to a fear of persecution or conflict (UNHCR, 2016). The political, physical and social protection of refugees is generally entrusted to the United Nations High Commissioner for Refugees (UNHCR). This establishment is the primary provider of humanitarian assistance (i.e. food, shelter, water, ect.) and education to refugees. The UNHCR coordinates with a “host” country’s government in order to provide provisions. In general, limited resources, overstretched education systems, fragile political situations and poor economic institutions already characterize these countries. Less than one percent of refugees resettle in countries with a high per capita income. 86% however, relocate to countries who neighbor the country they are fleeing. This contrast in resettlement varies in two essential ways. One, when resettling to a distant country there are considerably fewer refugees present. As well, settlement and citizenship are customarily implied. This however, does not always occur in the refugee camps in neighboring host countries (UNHCR, 2016).

According to The United Nations International Children’s Emergency Fund (UNICEF), during the first six to eight weeks of a crisis, the primary focus turns to: creating temporary

spaces to learn despite minimal infrastructure, reopening schools, reintegrating teachers and children, providing learning and teaching materials, providing trainings and organized recreational activities. An additional emphasis is also given to educating about water and sanitation, life skills, HIV/AIDS and sexual abuse prevention, conflict resolution and personal hygiene (UNICEF, 2015). Strategies to support emergency education depends on the emergency type. If large numbers of refugees arrive to a place from a neighboring country, they are generally accommodated in refugee camps located in remote locations with limited resources. In these instances, new schools urgently need to be established (UNICEF, 2015).

The responsibility for promoting access to education rests foremost with national governments. However, many crisis situations acquire the assistance of United Nations agencies and Non-Governmental Organizations(NGOs). The education of refugees is generally organized by NGOs, since refugee camps are usually located in remote and rural locations where schools do not have resources to accommodate many students. In these instances, the international community assists national governments in restoring education access. International NGOs will then support the further development of refugee schools in conjunction with help from the host government, the UNHCR, and donor governments (Crea & McFarland, 2015).

The idea of education as a human right has been conceptualized by such documents as the Universal Declaration of Human Rights (1948) and as well, the Convention on the Rights of the Child (1989). These legislations enshrine rights to education beyond what nations or institutions decide to give or not give. They also require all governments to provide free and compulsory education on the primary, secondary and tertiary levels based on capacity and appropriate means. (Ficarra, 2017) In emergency situations, it is more difficult meeting these

goals, but they are not allowed to be ignored. Despite international invention, refugee access to education greatly varies. For refugees, education provides more outlets than a mere personal desire for knowledge. Education in situations of emergency can help with: providing normality, restoring hope, supporting psychological needs and helping heal from traumatic experiences, providing social activities and “safe” spaces, supporting life skills, values, and health, aiding the prevention of HIV and AIDS, promoting gender equality, preventing gender based violence, enabling conflict resolution, engaging peace-building, heightening responsible citizenship and an environmental awareness, protecting the investments that families, children and nations have made on behalf of children’s education, increasing protection for marginalized groups such as minorities, girls, disabled children, and out of school adolescents, and as well, reducing the risk of unsafe or exploitive work such as militia recruitment or prostitution (McFarland et al., 2017).

Despite being under the authority of the UNHCR, refugees are often isolated from globalization processes and economic opportunities both globally and nationally. When looking at the insufficiencies, the current status of refugee education can be regarded as a disappointment. In war-affected areas, the reconstruction of educational systems proves difficult when trying to support small schools in various remote locations. This is especially difficult after natural disasters (Dryden-Peterson, 2016). If they are capable, emergency schools become temporary structures composed of local materials or plastic sheeting. There tends to be a lack of furniture as the primary concern becomes supplying the educational materials and training needed to empower teachers from affected communities. For extended emergencies, structures will become more economical and permanent. These schools tend to be designed to have further use after the refugees or people who have been internally displaced have left (Stewart, 2012).

The most prominent constraint to education access following insecurity is poverty. Even when schools provide materials and books many students lack decent clothes and often cannot afford various fees associated with getting an education. Instead of being able to attend school, many children or adolescents must take on paid or unpaid work, scavenge for food, take care of their sisters or brothers, or aid sick members of their family in order to contribute to the household (Du, 2014). Additionally, families often do not value female education when their money is scarce. They would prefer to send the males in the family as they have a higher likelihood of getting a job and supporting the family (Kirk & Cassity, 2007). Children's school enrollment during emergencies can be inhibited by situational issues such as insecurity, household poverty, poor previous education quality, early dropping out from school, and breakdowns in educational management systems. Often, there are children or adolescents who will need special consideration when entering or reentering school. This is because they may have been enlisted in a militia as a child soldier or forced into being a combatant's wife, and may be dealing with post-traumatic stress (Alpaydin, 2017). Research has also shown that women, the elderly, and those with limited previous education are at risk of being excluded from schooling (Strekalova & Hoot, 2008). As language skills are essential to participate in education, employment, accessing services, and developing social connections, numerous barriers will have to be overcome to provide all refugees with the opportunity to learn (Bojare & Skrinda, 2016).

A study was conducted where a focus was directed on 87 mothers from different backgrounds to include: Iraqi, Karen Assyrian Chaldean, South Sudanese, Lebanese and Bhutanese (McLean & Vermeylen, 2014). The participants had resided in Australia for an average of 4.7 years. The study also included service providers, nurses, bi-cultural workers and other workers within the community. The study found that low English proficiency had a high

correlation to postpartum depression among migrant mothers. This was also linked to feelings of isolation, loneliness and the desire for more support. As well, a lack of proficiency showed that the participants struggled in areas related to their children's schools, transportation, making appointments, using computers and the internet, obtaining qualifications, finding employment and applying for driver licenses. As a woman, if they were lucky enough to attend a school most time the structure and hours would not be sufficient for their language acquisition. When these women were exposed to English language learning in conjunction to local community programs such as cooking classes, cultural playgroups and bilingual story time, the women began to learn English proficiently and thrive in settings they had once struggled in. Canada also similarly conducted a longitudinal study and found correlations between low English fluency, depression and unemployment among groups of refugee women ten years after their arrival (McLean & Vermeulen, 2014). In contrast, proficiency in the English language has been linked to feelings of well-being and high self-esteem.

A news article written by *The National*, a newspaper in the United Arab Emirates conducted a report and interview in Etermaya, Lebanon regarding education in a refugee camp there (Wood, 2015). There are thousands of people living in an informal refugee camp located in a former olive grove within the Chouf Mountains. Here, there are hundreds of children who have been displaced from Syria and have been out of school for years. The Lebanese government has tried to create space in their school systems to accommodate the influx of refugees but has failed to provide education to all due to the overwhelming number of refugees. Instead, most children spend their time roaming the camp and playing with mud.

The article (Wood, 2015) goes on to describe two young refugee girls who saw the plight of the camp's children and decided to take matters into their own hands. Nine-year-old Baraa and

thirteen-year-old Neimeh both decided to create their own outdoor classroom and teach whomever wanted to learn. Despite being out of school for over three years, the girls try to pass on whatever knowledge they have acquired to younger children. Each day, Baraa and Neimeh gather children from around the camp and bring them to a shaded clearing beneath the trees. They use improvised blackboards, primarily out of cardboard. As well, the students would use cardboard boxes as sheets of paper and would use chalk Baraa had saved up to buy as a writing utensil.

Baraa and Neimeh would ask the children they taught to write whatever they knew to assess and extend their knowledge (Wood, 2015). If they didn't know how to write, they were taught the alphabet through copying down letters on cardboard scraps or acquired paper. Students would learn how to recite the alphabet in French and Arabic and would learn how to count. Baraa would even create homework assignments such as sketching houses, connecting given items and writing words that correspond with the ones given for homework (Wood, 2015).

Despite lacking proper teacher training or extensive education, two young girls were able to develop their own classroom and teach others what they have learned. These efforts have not only helped provide an escape from the disheartening realities of a refugee camp, but have fostered a sense of normalcy for those few hours every week. The compulsion of Baraa and Neimeh to feel like they must open up their own school at such a young age clearly demonstrates not only the lack of education with refugee camps but the desperation to acquire it by whatever means necessary. Furthermore, this story also exalts the idea that creating your own educational class is possible. If two young victims of war with limited knowledge and resources can do it, this gives hope to the idea that many others can successfully do it as well. In doing so, we will

truly be able to heighten not only the intellectual, but the personal and social well-being of many people.

Similarly, author Samantha Schmidt (2016) wrote an article discussing the lack of education in refugee camps in Jordan, and how education can be provided by setting up makeshift classrooms taught by refugees who had been teachers in their home country. One such example is a school set up in Zaatari, Jordan. Founded by a refugee from Syria named Abu Sultan, he has been providing dozens of children with a free education for years. Sultan was previously a math teacher for 25 years until conflict made it no longer safe for him and his family to remain in Syria. They then fled to Jordan. Upon arrival, Sultan noticed many problems with the lack of efficient education being provided within the refugee camps. Foremost, if there was schooling, the schools were very overcrowded and often had to run on “double shifts” where Jordanian students were taught in the morning and Syrian students at night. This ultimately resulted in three hours or less in education for children each day. Students who had not attended school in three years or were undocumented, were not allowed to attend school. With little classroom space, class time and schools that were often far away, most parents were not even seeing the value of sending their child to school. Instead, children were either taken out of school to work manual labor jobs to make money for the family, were married off for a dowry, or were required to stay home to work around the house. Seeing this motivated Sultan to take matters into his own hands. He began offering Arabic and math classes for free in his personal tent in the refugee camp. His efforts caught the eye of local organizations and they donated three caravans and teaching stipends to Sultan and the two teachers working alongside him to continue their work. Ultimately Sultan’s story shows that make-shift classrooms can be a solution to the

educational crisis refugees are facing. This route can not only help students get back into the classroom, but help provide an alternative method of education for those who are enrolled but are not receiving an efficient education in the over-crowded public schools and are hence falling behind (Schmidt, 2016).

Ultimately, by maintaining access to education for populations dealing with conflict or disaster, opportunities can be provided for a more positive future, to combat depression and provide better outlets for aggressive feelings. By gearing education towards increasing economic opportunities, peace, prosperity and citizenship, the chances of a better future will be greatly enhanced. Fluency in English has shown its clear value. The only challenge stems from which direction to take and the obstacles on that path to achieving that fluency.

Self-Directed Learning

Providing adequate education in refugee camps has proven challenging. Most countries lack the proper resources to ensure that every student is given the ability to learn. If there are learning institutions, they are often overcrowded, understaffed and not given the proper tools to ensure each student's success. However, if students were given the techniques and resources to seek information outside of a formal classroom, they can develop learner autonomy and pursue a higher education.

The idea of Self-Directed Learning refers to a learner's ability to manage their learning process. They accomplish this when they perceive themselves as the source of their actions and decisions. As a result, they learn to take responsibility for their life-long learning. In short, this

renders students able to take the initiative, with or without a teacher, in decision making regarding their learning (Alderman & MacDonald, 2015). Ultimately, this enables students to take responsibility for their thoughts, behavior, actions and emotions so they can be successful in their learning experience. This can include action towards learning a language, information, or skills. They then would use self-directed learning for planning strategies, goal-setting, creating timelines to completing goals and learning flexibility in implementing different styles of learning (Olsen, Aleven, & Rummel, 2017). Strategies used to achieve learning goals may include skills such as reading, listening, writing, note-taking, asking, memorization and peer collaboration (Stewart, 2012). A learners' self-direction level has shown to be correlated to academic performance, persistence and motivation. Self-directed learning occurs when goals are set and action is taken to achieve those goals. Skills that are developed as a result are: reasoning, reflection, clarification, self-monitoring, the ability to test theories, utilize internal thinking processes, critique, defend viewpoints, and track learning progress (Malan, Ndlovu, & Engelbrecht, 2014). As well, Self-Directed learning can help develop independence and elongate motivation to pursue lifelong learning (Stewart, 2012). Furthermore, self-directed learning allows adult learners to manage their studies more efficiently while still fulfilling family needs, work obligations and other commitments (Ladell-Thomas, 2012).

The concept of Self-Directed Learning promotes autonomy by creating an individual who will direct, monitor and regulate themselves while focusing on the acquisition of language, expanding their expertise, and desires of self-improvement. As well, by promoting self-regulation, students can learn to recognize their strengths and weaknesses in academia and develop strategies to be successful in daily challenges (Andrade & Bunker, 2009). In conducting this type of learning, students can develop a deeper understanding of subjects and rise towards

academic success. By controlling their learning environment, self-regulated learners can regulate their actions in order to achieve their learning goals.

Self-Directed Learning is generally used in three different phases. These are to include: planning, performance monitoring, and performance reflection. During the planning stage, students evaluate their learning tasks and set achievable goals directed towards their completion. When engaging in performance monitoring, students utilize strategies to progress in the learning task while monitoring the strategy effectiveness. As well, students monitor their motivation as they continue to progress towards the goals they have set. In the final performance phase, students will evaluate their performances with the learning tasks and the effectiveness of strategies that they had chosen. Students must also reflect on the process and the emotions associated with the outcome of their learning experience. These reflections will then influence the future planning and goals of the students, thus initiating the cycle of learning to begin again (Grover, Miller, Swearingen, & Wood, 2014).

Self-directed learners become responsible for their learning process primarily through their management of self. This entails taking responsibility for your actions and decisions made towards learning. Taking control of the context and setting in which you learn, and as well, the materials you are gather in order to learn. This combines with a monitoring of self where students monitor, regulate and evaluate their cognitive learning strategies (Mitra & Dangwal, 2010). Most education systems promote that if an education is desired you must learn from a teacher or a trained professional. However, it is possible for that individual to seek out all the materials they would need to know and successfully teach themselves (Stewart, 2012). This

behavior can also be referred to as self-instruction, independent study, self-education, individual study, self-regulated learning or self-teaching.

The benefits of self-directed learning are evident on many fronts. Learners have been shown take responsibility for monitoring their learning behavior and patterns in order to make them more meaningful. As well, they become curious, willing to take on new things, begin to view problems as challenges, and genuinely enjoy learning (Abdullah, 2012). They have also been identified to be motivated and persistent, as well as more independent, self-disciplined, confident, and goal driven. This method also encourages more efficient learning and as well, more social beings (Dangwal & Kapur, 2008).

Most research denotes that when developing lifelong learning, self-directed learning becomes a necessary skill. There have been numerous reported benefits and positive effects of this type of learning and how it is easily implemented in various institutional contexts. Self-directed learning has been shown to boost self-awareness, self-reflection, enable critical abilities, enhance creative thinking, promote effective communication, foster collaboration, and produce more efficient learners. As well, by utilizing self-directed learning, self-discipline and self-organization are both heightened in an educational environment (Abdullah, Koren, Muniapan, Parasuraman, & Rathakrishnan, 2008). This learning tool also not only helps students identify their strengths and weaknesses but helps them gain a more realistic picture of academic challenges that will have to be faced in pursuance of higher education (Rambusch, 2010). Self-directed learning ultimately creates internal changes in consciousness and a development of metacognitive skills.

Although the concept of self-directed learning is a component of many classrooms today, the idea of leaving knowledge acquisition solely up to the students is a rather new concept. However, there are numerous organizations that boast successful experiments showing that students with no formal knowledge have educated themselves on how to utilize modern day technology. A few of these studies and the implications of their results are discussed below.

The first study I will discuss that demonstrates the success of self-directed learning will be a project entitled “Hole in the Wall.” It was conducted by educational researcher Dr. Sugata Mitra and a few of his colleagues. In 1999, these researchers conducted an experiment in which a computer was left in a hole of a wall located in New Delhi. The computer provided internet access to a slum called Kalkaji. It was left visible for the public to find and to use. What transpired were kids discovering the computer, teaching themselves how to use it and navigate online, and teaching each other. This "Hole in the Wall" project provided evidence that an environment can stimulate curiosity which can result in learning through self-education and a transfer of knowledge among peers (Mitra et al., 2005).

The experiment was repeated in two other places in India: a city called Shivpuri and in a village named Madantusi. In these two experiments, the same result was seen: the children learned to use the technology without any assistance. Neither language nor education mattered. The children did not need to be instructed on how to utilize the computers. They completely taught themselves. Their ability to be independent occurred despite their lack of an educational background or literacy. As well, despite coming from a generally poor financial situation or low social standing, the children were still able to become self-educators. Boys and girls of all ages

came together regardless of their ethnicity or where they were from in order to learn and help each other learn as well (Mitra et al., 2005).

This experiment expanded to eventually include twenty-six locations, with one hundred computers located in remote villages. In total, around forty thousand children used the computers. Data was collected for a period of nine months and in the end, all the users had become proficient. This showed that self-regulated learning could happen anywhere, to any child, and in any climate. In addition to the forementioned achievement, it was noted by teachers and field observers that the children demonstrated improvements in many other facets of life. Foremost was enrollment. Students began registering for classes at an increased rate. Those who did enroll in class, were in frequent attendance. They did well on school assignments and tests, particularly when it pertained to computer usage or skills. They became more advanced in their English language usage, demonstrated better concentration, engaged in cooperative learning, became problem solvers and occupied their free time with more positive endeavors. As well, teachers noticed a clear drop in petty crime and bad behavior (Mitra, 2004).

A different experiment was conducted in 2012 by “Tablet Computers for Global Literacy” (Howard, 2014). This organization went to rural villages located in two areas of Ethiopia. Armed with a team of literacy and technology experts, a project was commenced where numerous computers were dropped off to forty children who had never attended school or seen a computer, paper or electricity before. The tablets contained unique apps designed to aid children in becoming literate. The lessons included letters, sounds, and reading fundamentals. Despite not being given instructions or explanation, within a few minutes of receiving the tablets the children were figuring out how to turn it on and some basic navigations on the computer. Within

that week, the children had independently found out how to run the apps. The tablets were all charged by solar power and memory cards were exchanged monthly by computer engineers to monitor the children's progress and usage. The results returned very positive. Children who had never seen or written a word before were now proficient in the alphabet, could use and recognize many words and had mastered the use of the tablet's applications (Howard, 2014).

Maryanne Wolf, one of the program founders, has documented how the increase in literacy has improved multiple aspects of her participants' lives: their cognition, health, their economic employment, their promotion of gender equality and their general well-being. In the future, this organization intends to bring tablets to Bangladesh, Uganda, India, and rural American communities as well. The non-profit aims to create ways to teach reading to anyone, anywhere. Templates are in the works for teaching in any language. This organization's ultimate goal is to bring literacy to one hundred million children globally before the end of this decade.

Another project that has also embraced and shown the success of learner autonomy is the Moonshot Project created by Development for X in 2012, also known as Dev4X. This project similarly focuses on empowerment. There are many would-be learners who are not fortunate enough to have a school or a teacher readily available. Dev4X has developed the Moonshot Project in order to let these people take learning upon themselves so that they may still receive an education. This is accomplished by students using tablet devices which are loaded with educational content that engages them and teaches them almost anything. It includes a tutor that is built in and interactive. It is designed to help students explore all areas of knowledge and can guide students through adaptive storytelling. There is also the option of connecting several devices together for a peer-to-peer network where there is the ability to interact, work with and

aid one another, just as if in a typical classroom. One of the benefits seen is the enhancing of children's ability to not only teach themselves but teach others and learn from others as well. Additionally, this experiment has been shown to help empower the learners and the communities around them. By supporting students learning in pairs and groups, as well as them seeking expertise from their friends, an environment of collaborative learning is fostered. It is also shown that no matter their stage, the learner can also become the teacher.

Self-education is not just a method displaying success related to children but rather, it is acknowledged to be a driving force that is crucial to educating adults as well. Adults become more motivated to learn if their needs and interests are addressed, their learning reflects real life, they are able to get hands-on experience, and if they are able to self-direct their learning (Khiat, 2017). Most adults seek knowledge because of its relevance to their life's situations and goals. Therefore, there is even more of a pertinent reason allow them to manage and direct their learning in order to develop their knowledge in ways that will be beneficial to them and their families (Knowles, Holton III, & Swanson, 2014). Naturally, there will be times when students will prefer a more teacher orientated approach rather than the responsibility for learning relying solely on one's self. However, as critical thought and learner responsibility are frequently emphasized, self-directed learning will always be a necessary tool in the classroom (Khiat, 2017).

A study was conducted in a Colombian university which examined the ways individuals develop their skills and their level of involvement and commitment in their learning processes (Buitrago, 2017). The study conducted included 10 students. Students were enrolled in an intermediate English course and met for a total of three hours each week. Students were given speaking tasks and expected to produce language orally with coherence, accuracy, and fluency.

Data collection occurred in three parts. First, students' level of oral participation was recorded to be able to analyze fluency rates more accurately. Second, after each task students reflected on their performance, self-assessed their progress and took a survey. Finally, the teacher would reflect on each student's performance and assess their relevance and efficacy in the tasks performed (Buitrago, 2017).

Qualitative analyses highlighted self-reflection as a tool that encouraged students to adopt new attitudes towards learning. This developed their self-directed learning, and helped foster the students' fluency in English. This study (Buitrago, 2017) ultimately showed that including self-directed tasks into each weekly class heightened oral fluency in the participating students. When participants were given appropriate opportunities to utilize the target language, most had overcome their fear of oral communication. Furthermore, learners were able to share their knowledge, experiences and grow in both academic and personal contexts. Results also showed that students became bigger risk-takers while speaking as they learned that mistake making is an essential component of learning processes.

Cooperative Learning

Cooperative learning has also proven a useful and successful tool in the process of knowledge acquisition. Swain (2007) describes Cooperative Learning as a significant and highly useful mean in which learning takes place as there is a focus on a mutual exploration through social interactions among peers. Dillenbourg (2009) provides a global definition of this form of learning regarding it as a situation where 2 or more people are learning or attempting to learn

things together. For this definition, 2 or more people can represent a pair, a meeting of 3-5 learners, a group of 20 to 30 students, a community gathering of hundreds or thousands of people, several thousand people, or even millions (Lin, 2015) When extending Cooperative Learning to a classroom setting, Gokhale (2007) refers to this as an educational method where students on different performance levels can work together in groups toward common goals. His definition emphasizes a responsibility to learning for one's self, and for others. Therefore, a students' success relies on collaboration with other students. Jacobs (2012) further defines Cooperative Learning as the "techniques and principles that help students work more effectively together." This ideal indicates that cooperative learning involves more than just putting students in groups to work together. Instead, a conscious effort is made to help make students' learning experiences as successful as they can be. Overall, these definitions show that Cooperative Learning is a term describing a wide variety of behavior, but in a more general sense, it is the learning that happens when two or more people work on completing a particular task.

Four main areas of cooperative learning are highlighted. These include positive interdependence, simultaneous interaction, equal participation and individual accountability. Whereas in a traditional classroom where the teacher talks most of the time cooperative learning provides the opportunity for all students to actively participate at the same time. When students need to depend on one another to complete a task, it fosters positive interdependence. This allows students to help each other and ensure all group members have learned the task at hand. The task allows group members to take charge of their learning as well as that of their peers and hence, each member becomes a contributor towards learner attainment. By working on materials

with peers, each student has the opportunity to participate in not only the process but in the creation of the final project within an activity (Seobi & Wood, 2016).

In this form of learning, there is mutual engagement where members of a group support each other, hold equal opportunities and can exchange opinions. This shared knowledge is a centerpiece of cooperative learning as well as social interaction (Hatami, 2015). Cooperative learning also fosters goals of acculturating students to a community of learning and the broader world of a target language and its culture. It also supports the engagement of its participants in coordinated efforts to solve problems together (Roschelle and Teasley 2015). Through social interaction, students learn to become more active and constructively involved in learning content. As well, they take ownership of their learning and aid those who need help understanding the task.

Researchers Long and Porter (2015) attribute the cause of low achievement within second language learners to the inadequate amount of time that they practice the language. Cooperative learning therefore helps increase the amount of time an individual spends practicing language by allotting that time through group work and activities. Additionally, this practicing through conversations encourages remembrance and learning. These groups create social settings that mimic real life and the ways that language is used. It helps students produce not only in terms of the quantity but also the quality of speech by giving students the opportunity to engage themselves in activities such as: requesting information, clarifying uncertainties and negotiating meaning within conversations (DiNitto, 2010). In cooperative learning contexts, the acquisition of language occurs as students gain need to be understood (Long and Porter 2015). This develops a student's language as they must learn to speak in different ways to make sure their peers listen

and comprehend their ideas. This method helps students speak with more accuracy and gives more practice on using appropriate language. The traditional structure of a classroom leaves many students afraid of making mistakes and of becoming vulnerable to rejection and criticism (Raiyn & Tilchin, 2016). By working in pairs or groups, however, learners become more comfortable as they do not feel watched and scrutinized by their teacher or the class. A feeling of a safe environment is created, and students are more easily able to exchange opinions due to low-anxiety interactions. This, in turn, enables more effective learning (Delucchi, 2007).

Through a negotiation of meaning, a learners' understanding can be challenged and reshaped. These uses of language contribute to a positive affective in learning. In completing group tasks, learners become exposed to other ideas, information coming from different perspectives and various approaches through questioning, discussing and organizing, which then facilitates students' comprehension and the way they internalize critical concepts. This also results in an improvement of linguistic competence and as well, communicative skills. (Jiang 2009). Cooperative learning has also been linked to helping students become more critical of their thinking (Gokhale, 2007). Gokhale also notes that this form of learning has also reflected that students who worked together performed considerably higher than those who studied individually. This is because critical thinking is encouraged through the process of problem-solving. Critical thinking skills are also developed through peer discussions, clarification and peer evaluations of opinions (Williams, 2017).

There are additional benefits to utilizing cooperative learning, such as enhancing learner independence and responsibility. By working alongside peers, there are developments in cognitive and social skills, and in intrinsic motivation as well. Student performance is enhanced

and skills for lifelong learning are promoted (Zarei & Layeq, 2016). In addition to the fore mentioned merits, evidence has been shown to support a heightening of student's self-esteem and an increase in their self-confidence. This building block within the classroom will result in an increased effort in learning, a higher likelihood of students taking risks and giving students the support to stretch and expand their creativity while thinking of innovative ideas (Raiyn & Tilchin, 2016).

A study to test the effectiveness of Collaborative Learning was conducted at Northeastern University. There, 24 undergraduate students who enrolled in a course on communication research were studied to evaluate how cooperative learning affected certain aspects of their student learning. The course objective was to introduce research methods in social science to students regarding the communication field. This was employed through experiments, surveys, and through content analysis. The study used seven components to assess cooperative learning: motivation, group processing, dependability, competition, interactivity, accountability and collaborative skills usage (Tsay & Brady, 2010).

Results were shown to indicate a positive correlation between academic performance, a sense of achievement, grade valuation and cooperative learning. The empirical analysis supported that participation in team learning positively affected students' academic performance. This was most clearly reflected in the way students participated in the activities. They each contributed towards achieving the set goal. Students would come to class on time and be prepared, would engage constructively and cooperatively with their peers, and overall achieved higher test scores and grades. In short, students who were involved in the group work performed better than non-participants such as in reaching higher levels on subject tests and on course

evaluations. As well, they were shown to be more active, to take learning more seriously, to complete assignments on time, to learn materials involving the activity thoroughly, and to verbally contribute ideas more often (Tsay & Brady, 2010).

Another study conducted by the Science and Mathematics department at Stellenbosch University (SciMathUS) also demonstrates the effectiveness of collaborative learning (Malan, Ndlovu, & Engelbrecht, 2014). In this, students needed to work together to solve a provided problem. They were required to provide definitions of unclear concepts or terms, to produce exact definitions of the problem, analyze the problem's components, cluster ideas, identify learning issues and interactive processes, research the issues, apply gained knowledge, and summarize what had been learned. Afterwards, students evaluated their experiences.

Data was collected from 35 students and three lecturers during interviews and from written recordings of classroom observations. The interviews aimed to evaluate students' learning patterns after working collaboratively to solve problems. Researchers documented how collaborative learning affected individual skill levels, their values, beliefs and as well as their overall experiences with the process. Evidence from the classroom observations reflected how students interacted, things participants said and did in relation to the task, the attitudes displayed and skills that were reflected (Malan, Ndlovu, & Engelbrecht, 2014).

Ultimately, after exposure to collaborative learning, students were utilizing metacognitive strategies, were becoming more active and taking more responsibility when it came to learning. Qualitative data also indicated utilization of deep processing strategies by students. For example, students recognized that knowledge could transcend artificial disciplinary boundaries. Students

also appeared to demonstrate self-regulating characteristics such as planning, diagnosing problems, testing outcomes, and adjusting/reflecting on their found solutions. Overall, students showed that with this type of learning they did not require much lecturer stimulation. It was also found that, when students were participating in cooperative learning activities, skills in group work learning and also self-learning were all being boosted. The findings further indicated that influencing student learning patterns favorably is possible if problems of interest are incorporated into the curriculum. When in collaborative groups, if the roles and responsibilities of the learners are defined clearly and emphasized and if lecturers learn to facilitate knowledge construction rather than simply be a knowledge dispenser, then students can engage in transformation and grow as lifelong learners (Malan, Ndlovu, & Engelbrecht, 2014) .

Although research extensively confirms cooperative learning effectiveness in higher education, this form of learning does have its challenges. Foremost, in some groups, there could be feelings of hostility or resistance. Some students will believe they are slowed down by their teammates and held back by having to work cordially rather than alone. Similarly, adverse reactions come from “weaker” or less assertive students who complain of being ignored or belittled by other students in their group (Wismath & Orr, 2015). Collaborative learning also becomes challenging if all participants do not show the same levels of commitment. Students can play passive roles when developing collaborative tasks. Some students try to minimize the collaboration effort they put forth. Sometimes, this can be a result of individuals having low confidence levels. In those instances, students tend to hide behind those who have higher confidence levels and shrink into the background of group engagement (Almajed, Skinner, Peterson, & Winning, 2015). To combat this, educators must plan pedagogical tasks that foster authentic collaboration and allow all students to have active participation and meaningful roles in

working towards a final goal. Overall, Cooperative Learning provides students learning environments where they become stimulated, more involved, and more responsible for their learning process. It involves a transfer from just covering content to academic engagement, shifts lecturing into coaching, and elevates passive learners to engaged problem solvers.

Summary

In conclusion, the topics discussed in this literature review have all shown importance to the field of refugee education. With the number of refugees internationally, there is a great need for alternative education styles that use minimal resources. Self-Directed and Cooperative learning have both shown to be effective methods to transfer knowledge to an individual or a group of people. These methods have not only proved successful but also vital components to many classroom standard teaching practices. Despite the best attempts by governments and independent organizations, there are still millions of uneducated people around the globe. This has become the direct result of a lack of adequate monetary funds and resources to accommodate the growing demand. Through this literature review, it can be seen how an individual or groups of individuals are capable of educating themselves successfully. In fostering an environment where knowledge can be transferred despite minimal resources, we are not only able to decrease the budget required to start a school, but we are able to begin that school more quickly rather than waiting for professional help to come. By allowing refugees to take responsibility for what they want to learn and how they want to learn it, we are respectfully empowering them within not only their educational sphere, but within their ability in life to choose, lead, and unify towards a common goal.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

My project is composed of two parts. First, I created an introductory brochure that is designed to serve as a guide to setting up a classroom. This provides instructions on how to organize and mobilize refugees to come together, evaluate their current level of knowledge and skills, identify what they want to learn and make preparations to bring a class or school into fruition. I give this in the form of a checklist and in given advice. The brochure also provides notes on how to seek information and contains the contact information for my non-profit to have materials sent directly to those who request it. The second part is my website, a helpful supplement that will provide lesson plans and direct contact with educators worldwide. This is designed to build a community that supports learning in the form of material exchange, chat rooms, non-profit listings, and participatory engagement. My project also provides several examples of materials that can be found on my website once it becomes active. It is my intention to provide resources that are easy to understand and lesson plans and activities that require minimal resources to engage in.

Development of the Project

This project was developed in two parts. Foremost, I began designing my website around a year ago. I had purchased the domain name to my website and from there had received a phone call from a company offering to build my page. The price was reasonable, so I went ahead and began making preparations with the company GoIGI. The idea to create this webpage long

exceeded its need towards my field project. I have long known that I would like to open up schools in my lifetime. It has always been a personal goal to set up one school on every continent, aside from Antarctica. As well, I have known that I would like to have my own non-profit one day that helps impoverished people by providing aid and community services. I had since decided to conjoin my two causes and have my nonprofit contain a segment that opens up schools and have my schools be one of the locations I use to help administer aid and community services to those who need it. In the social scene that I am a part of, we have a mantra that is PLUR. This stands for Peace, Love, Unity, and Respect. This is also the name I have given to my non-profit as it has become the way I live my life, what I would like to bring into the lives of others and how I hope they will fill their lives as well. As the website PLUR.com was already taken, I decided to name my website PLURLives, which is a double entendre to say both that peace, love, unity and respect lives in the lives of the people who join my movement and aim to help others, and that our goal is to bring peace, love, unity, and respect in their lives of all the beings we encounter.

Although I began building my website over a year ago, most of the work has only been done within the last three months due to insufficient funds on my behalf. The first payment I made was only enough to cover the login page and the creation of my logo. Last August, I was able to cover half of the cost which permitted the creation of the user profile, the love and about me tabs associated with my website. At the beginning of November, I paid off the rest of the balance I owed allowing the team on my website to work towards the project completion which further includes a peace, unity and respect tab and making my website live on the internet and social medias.

My website is composed of four primary parts that represent the four words of the acronym that is my organization. There is a Peace, Love, Unity and Respect tab. The “Peace” tab is designed to bring peace of mind by providing lesson plans, worksheets and helpful resources that can be used within the classroom. These will be uploaded by myself and members.

The “Love” tab is a place where members can share their love by uploading pictures of their classrooms and any moments they find meaningful. There is also a map there which shows each continent and how many members have signed up from each country to there is a real feel of a global community.

In the “Unity” tab, this is the place I hope to unify members and help them communicate with one another in chat rooms and discussion boards. Members can reach out to one member to ask them specific questions or can join a group discussion about whatever it is that is being discussed they would like to be a part of or start one themselves. In this tab, there will also be a way for members to Skype one another. The intent here is not only for helping those who need it with personalized instruction, but for educators to be able to Skype classrooms around the globe and aid in the teaching process through a live feed.

Lastly, the “Respect” tab will allow members to post non-profits they are involved with or support. This tab is designed to foster respect among all members and give their efforts to make the world a better place a space where they can share their mission. As well, there will be an option to donate to my non-profit. The members who make posts can also include within it, a way to donate or get in touch with the organizers. Furthermore, my website will contain an “about me” section will give information about my organization and our mission and will provide a way that I can be contacted.

In developing my materials, I have been deciding how to implement my schools in my head for years. I have contemplated but have not written anything down until there was a need to for this project. My original goal was to develop an intricate handbook that provides instructions, advice, basic lesson plans, useful visuals, decoration and my contact information. Once I evaluated how much content would have to go into the book and noticed that I do not have the proper knowledge to create this type of book on my computer by myself, I decided to create an introductory brochure. This still gets the essential messages across and will be my starting point on where to elaborate from further in the future. In the interim of me accumulating the resources I need to create the type of handbook that I want, the brochure I have created will provide an excellent and easy resource to duplicate and pass out to people until I get the more extensive and more expensive format done that I want.

The Project

All content for my field project can be found in the appendix

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Providing education in refugee camps has undoubtedly been a problem for many nations and organizations to attend to successfully. Although in most cases efforts are made, it is still very difficult to tend to the demands of a large number of refugees with limited resources. The purpose of this field project has been to not only show that refugees can learn the skills needed to educate themselves but also to provide an introduction guidebook and supplemental resources for them to be able to do so. This project is significant in that by teaching refugees to become independent learners, we will be able to reduce the rates of uneducated people globally and use fewer resources while maximizing the ones that are utilized. As a result, there is an increase in opportunities and the quality of life, and direction and hope are provided to those who not only face the tragedies associated with their displacement, but who are often not cared for properly by their host country either.

When reflecting on this project, I feel I have learned and accomplished a great deal. When beginning this degree, it daunted me to know that one day, this master's thesis would be due. The fear loomed over me, and I had no idea what I wanted to do my project on. The only thing I had in mind, was that I knew I wanted to have my own non-profit one day that opened schools and provided community services and I wanted my project to help me achieve that. Initially, I wanted to focus on impoverished people everywhere around the world, until one of my professors suggested I narrowed that down to refugees to make it easier to focus on with my paper. I am pleased with that decision. As a result of me beginning to create a school system in a

place that often has the worst conditions and the bare minimum in resources, I feel accomplished that this model I have created can work at the bare bottom and therefore can indeed work on other levels as well.

In creating this project, I originally had no idea how I would be able to accomplish this. Through my extensive research, however, I learned so much pertaining to problems I can help fix and ways I can do that. Such simple concepts as self-directed and cooperative learning were not formulated in my mind despite my initial ideas running along the same lines. To assign proper terminology to my ideas was very satisfying and the thorough research I conducted gave me countless insights. Overall, I feel I have accomplished a firm foundation to my lifelong dream. These are models and materials I will be able to utilize for the rest of my life and continue to add on to and elaborate to bring increasing success in the future.

This project was not without its challenges. In the beginning, I felt I could not find enough research pertaining to what my field project was about. I searched for articles and case studies about refugees teaching themselves, and I did not find much. It was only when I was instructed to make the subject matter I searched for more generalized to include any persons educating themselves that I now had a plethora of information at my fingertips. Unfortunately, this was a gift and a curse because now there was too much information to go through, and I ended up spending weeks just pouring over sources and taking notes without actually starting to convert those notes into my literature review. Organizing all those sources cohesively and coherently also proved time-consuming. I spent a lot of wasted time also researching three other subjects that didn't end up making it into my literature review either.

Another major challenge I experienced when trying to complete my field project was the fact that in conjunction to my master's thesis class, I was also taking two additional classes. One was The Sociology of Language. The other was Assessment and Testing in Second Language Acquisition. I wanted to complete my masters in a year and a half instead of two, and these classes were my last remaining requirements for me to graduate. These classes turned out to be a lot more work than I expected. There were extensive readings for both classes, eight papers due for my sociology class, 4 class presentations, a ten-page final and a 50-page test I had to create as my final project in my assessments class. This not only resulted in many sleepless nights, several shots of espresso, an unbalanced sleep cycle and a constant nervousness from my school and life obligations combined, but it ultimately resulted in less time to work on my master's thesis and field project. At one point, I wasn't sure if I would be able to complete everything on time. The extra two classes resulted in a lot of extra work and stress for me, and I wish I could have focused on my field project alone. However, I feel I did well in my classes and now look forward to the career I can begin since I have completed my degree.

Additionally, a significant challenge I faced was in my website development. I had begun this project at the beginning in my first semester of my master's degree. I purchased the domain name to my website and was contacted shortly after that by a company asking to build my website for me. The company was in India and initially, I was told the website would cost me \$800 to make so I decided to take a chance on them. However, after providing the detailed description of how I wanted my website designed, the price was increased to \$2000. I put down a \$300 deposit but was unable after that to make another payment for a year. Slowly I paid it off,

but the financials involved were an issue because despite the many times they would call to get more money to move on to the next phase of development I would not be able to send money because I did not have it. Finances were a big issue, and also was the fact that the web designers were so far away from me and there was indeed a language barrier. It is difficult only to be able to communicate via email as rather than work alongside someone and personally see their progress; I must wait for everything to be sent to me electronically. There have been many times where I've asked questions repeatedly without receiving an answer and things I have asked to be done but haven't. As well, in the beginning, I had to cope with the fear that I was being scammed and that there weren't even people working on my project at all. Fortunately, they were telling the truth. Although I do like many of the ideas they have come up with and the job they had done, it has proven especially challenging to know I need my website up as a component of my field project and tell the developers that repeatedly, but still have them lacking a considerable portion of my website's completion despite them assuring me that it would be done on time. This has led to several problems in my aiming to finish my field project.

Recommendations

There are two primary recommendations that I have for the implementation of this project. Initially, I had planned to include these as literature reviews in chapter two. However, in the interest of time, I was not able to do the extensive research required to include it and therefore made the executive decision to remove it from that chapter and include it here.

When creating a classroom, I believe there are two key ideas one must keep in mind. The foremost is that when deciding what to learn, the decision should be made democratically. This

style of education would entail teachers, parents, and students working collaboratively to create a curriculum that is inclusive of everyone. The education can happen in numerous settings and taught by an array of people aside from officiated teachers, such as parents, public officials and ordinary citizens. Democratic learning would also not be confined to one setting but rather can occur in locations such as like city streets, living rooms, rural lands or office buildings. Class attendance should be encouraged but not mandated. The keeping of formal grades is also optional. The idea for the schools I want to help create is to provide a place when knowledge can be facilitated and exchanged. Although the goal of a college education would be ideal, I believe that many people who attend the classes will want to do so for personal betterment, easier navigation in life, the increased possibility of opportunities and the ability to do something really life-enhancing. They should focus on learning, not just trying to pass a test, writing papers or stressing about grades. Additionally, in these schools, there should be school meetings which welcome all staff, students, families and community members. Every voice should have equal weight. As well, consideration and respect should be given to all matters, large or small as well as in issues of conflict resolution.

Due to a large number of refugees needing an education and the limited resources in providing one, the second recommendation I have for anyone wishing to create their own school system is to conduct classes in a multi-grade format. This entails the deliberate mixing of ages within a classroom. Classes can include everyone from aged adults to young children. Classes can also contain variations in size to include a few students or a few hundred students. The idea is to not only maximize limited resources but to turn students into students and teachers to spread knowledge more efficiently. Older students who have mastered a knowledge or skill can help younger children acquire it. In this same fashion, children, whose minds absorb information

faster, can teach adults concepts they may not know as well. Younger children will also grow to emulate the older students and develop a more advanced mentality towards education and hopefully become inspired. On the other hand, older children can enjoy mentorship and leadership opportunities that can lift their level of confidence and self-esteem. Ultimately, I believe that by creating multi-grade classes, classrooms will become more flexible, children will be allowed to work more at their own paces, friendship opportunities will be enhanced, and more tolerance and cooperation will be promoted.

My last recommendation comes from how to get refugees the resources they need to teach lessons. This I divide into two parts. Foremost is in gaining the materials to learn from. Although my website will provide a plethora of lesson plans to choose from, discussion boards to ask questions and Skype options to be taught by and work with teachers worldwide, my website may not be immediately available inside of a refugee camp. I recommend that this be addressed in one of the following ways: If refugees are permitted to leave the camp, a representative of the school with a high level of intelligence can go to the local library, university other location and make arrangements to print or copy resources from online or books themselves, spend time learning the knowledge and taking notes in order to teach about it later or to make arrangements with an individual who frequents or works in one of these places in order to have them print or provide materials from which people can learn. If, however, refugees are not able to leave the camp, then the solution would rely on someone who is able which would most likely be an employee. Those who wish to start a school should campaign to employees until they find one willing to bring books, print lessons, or share knowledge with one person or a few people so they may go on to others to educate them. Additionally, if the refugees or an individual they encounter are willing to help and contact my non-profit, I will make arrangements for education

materials to be sent directly to the refugee camp or to a person or location in which the refugees will be able to get it or have the packet of materials taken to them.

To transfer that knowledge, I recommend that the refugees utilize my method that I have coined “Multi-Level Academia.” This will work similarly to a top-down business strategy “Multi-level Marketing.” In this, one employee brings on two or three more employees, then those employees bring in two to three more employees each until the pyramid gets bigger and there becomes a hierarchy tracing all the way back to the top. I recommend following that same idea, only with the spread of knowledge. One person, who would need to be the most intelligent or educationally advanced person of the group would need to seek and learn material that has been agreed upon to learn. That person will then teach a few people, ensuring that they all have mastered that material correctly. Then, each of those people will go to teach a few more people until they have mastered the material. This will continue until everyone has acquired the knowledge needed. This will work exceptionally well for large class sizes. Those students who learn quicker should be towards the top of the education chain. Once these students have mastered the material and have taught others to continue the chain, they can then help those that are having more difficulties learning or they could begin learning the next concept as well.

In further developing this project I have a few good ideas. Foremost is my desire to turn my brochure into an actual mini guidebook. The format would look more like a book and would be a lot more extensive. I would spend more time giving explanations and examples of what to do and what not to do. I would also extensively elaborate on the step by step process I included on my brochure. I would provide some excellent teaching materials and resources directly in the

booklet as well. I would make this booklet more visual to include colors and relevant pictures. Most importantly, I would translate the guidebook into as many languages as I can.

Despite the amount of time spent so far on developing my website, it was unfortunately not completed in full by the due date of this field project. As of December 2017, my website PLURLives.com is still under construction. The images seen from chapter three are all completed aspects of my website. However, the website is not live and therefore is unavailable to the public for now. I paid my final payment in October and was assured that my webpage would be completed in time for me to add the finished product to this field project. Unfortunately, the developers did not stick to their production timeline, and there is a bit more left to be done. In continuing its development, my website will include a more elaborated component when there are discussion boards and chat rooms for the members of my website. Here, they will be able to converse with each other about teaching techniques, aid in finding solutions to problems, discussing experiences related to teaching, providing mental, emotional and intellectual support and promote sharing on any level deemed appropriate for conversation.

As well, this part of my website will also allow the option to Skype other members for a more face to face interaction or them to even Skype teach a classroom somewhere else in the world. The “peace” tab will be where lesson plans and teaching materials can be found, as though to help with creating a peace of mind in that there are resources laid out for you. Examples of materials I will upload to my site can be found in the appendix. The image displayed in chapter 3 was but a small piece of what the finalized version of that section will be. I would like to give members the option to upload materials in the form of: documents, pdfs,

videos, audio, websites, books, blogs, vlogs, and scanned items as well. I would like these all to be arranged neatly with tabs of their own so that you can search specifically for one type of material. I will also design the website so that there is a heart icon option for each upload so that members can express their love of a specific material. Once the heart button is selected that material will be saved in the member's profile, so they may easily access it later.

Additionally, there will also be a section of my website where people can donate to my non-profit, with 100% of the proceeds going to help provide community services and open schools. I will also provide a section similar to a classified ad when members can post about their organization or one that they support to garner volunteers or contributors to their cause as well. I will continue to develop my layout and functionality of my website and then begin uploading lesson plans and teaching materials of my creation or curation. As I travel internationally, I will invite all people to join my website and encourage them to contribute to it. In the end, I hope to develop a network of thousands or hundreds of thousands of people on my website. I also plan on getting that amount of people or more to contribute to my non-profit, raising millions of dollars and providing education and care to a countless amount of people!

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Appendix:
Field Project



Appendix

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Class Startup Brochure.....	1
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Guidelines

Use this checklist to make sure you have all areas covered:

- o 1. Decide what knowledge or skill to learn
- o 2. Decide on the specific activities, methods, resources, or equipment for learning
- o 3. Decide where to learn
- o 4. Set specific deadlines or intermediate goals
- o 5. Decide when to begin learning
- o 6. Decide the pace at which to learn
- o 7. Estimate the current level of knowledge and skill and progress in gaining the desired knowledge and skill
- o 8. Detect any factor that has been backing or hindering learning
- o 9. Obtain the desired resources or equipment
- o 10. Prepare or adapt a room
- o 11. Save or obtain the money necessary to acquire resources
- o 12. Find time for learning
- o 13. Take steps to increase motivation for learning
- o 14. Have fun! Enjoy what you're doing!

Who We Are

About Us

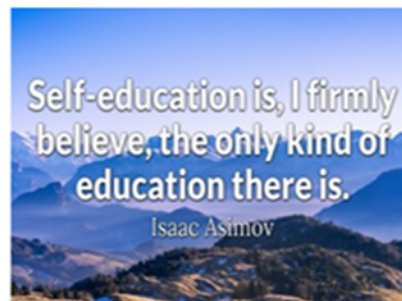
PLUR Lives is a non-profit organization that provides community services and aids in opening up schools.

Contact Us

Phone: 240 441 3756

Email: PLURLives@outlook.com

Web: PLURLives.com



PLUR LIVES
2830 Merchant Court
Waldorf, M.D. 20603



This is one side to the introductory brochure designed to inform refugees how to begin a new class or school system



Congratulations on taking your first step towards self-education!

Getting Started

With this guide, you will learn to organize a classroom, gather resources, and educate yourselves and others.

- First, you have to get the word out! Pick a date and time for a meeting to gather support and express your plans. Go around and tell everyone about this date that you can. Shout the announcement as you walk! Put up signs in popular places if you can! Have everyone meet in a spacious, safe place on the meeting day you have chosen.

At the meeting...

Here is your chance to work out the best plan of action with everyone. At this gathering you should record:

- How many people are interested in creating a school
- What subjects/topics would the community like to learn and which (if any) people are proficient in them
- Suggestions/concerns for creating the school
- Ask for volunteers to help organize or help teach future classes
- Have the group divide themselves into 3 groups according to if they believe their education level is low, medium or high. Record all the names in each group
- Decide on another meeting day, or the first day of class!

Get creative in finding tools to use in the classroom! Look around your environment for things that could be useful



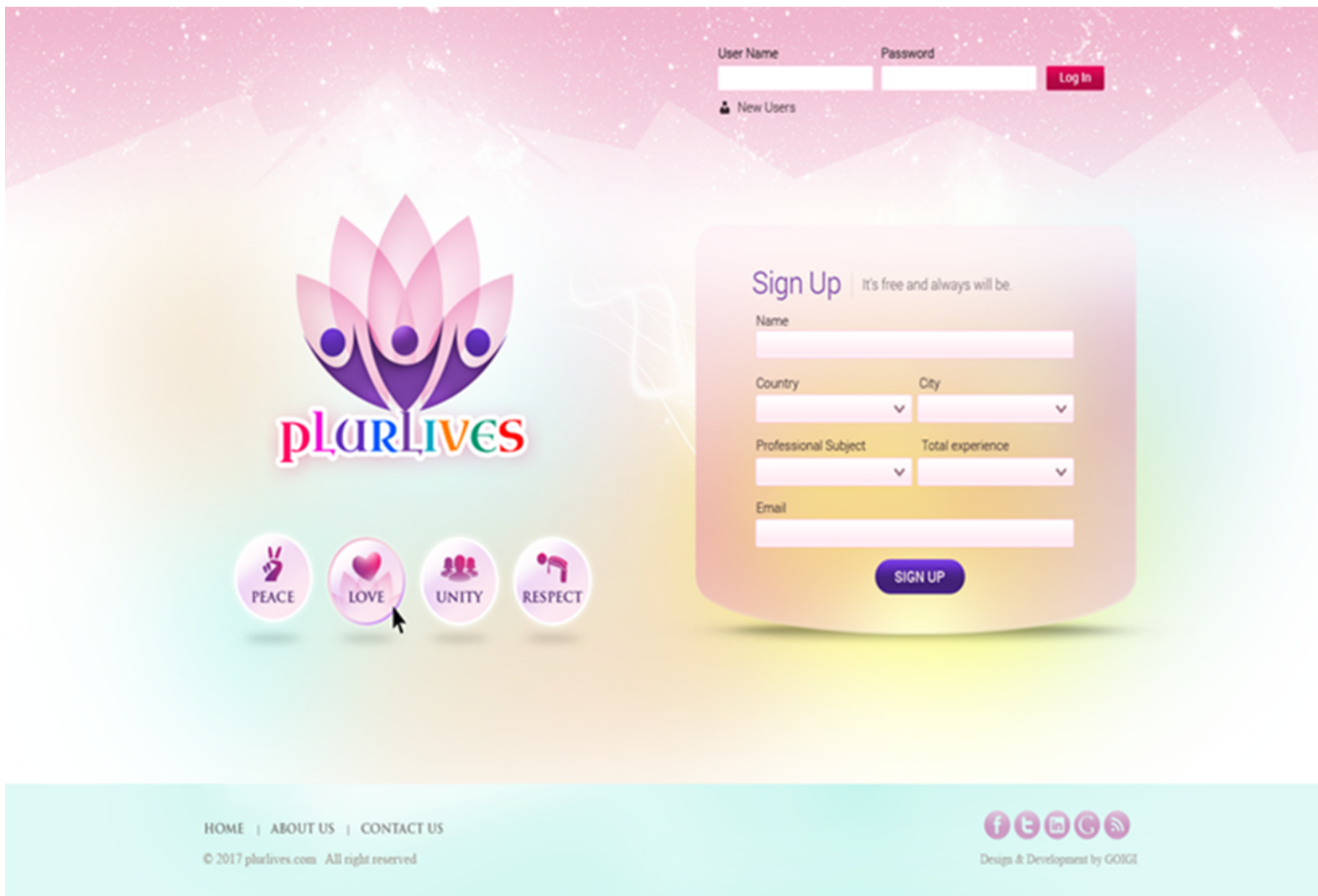
Seeking Information

Getting materials can happen several ways.

1. Gain internet access from someone or someplace (such as a library or university). Go to PLURLives.com, sign up for free and access lessons, materials, and other teachers.
2. If you are unable to get to the internet, find someone who can or knows someone who can and ask for their help
3. Get contact with PLURLives and we will send materials to you or to someone who can get it to you

Once you have the materials, teach each lesson you choose to five people with a high academic level. Once they understand completely, each of them will teach 5 more people until everyone is taught. Or follow a traditional lecture style.

This is side two of the previous brochure



PLURLives.com Login Page

Members will always be able to sign up and access the website for free

Within the site, members can access teaching materials, engage in community discussions, garner support for their non-profits and become involved in projects that better humanity.

PLURLIVES

Log In Sign Up

Home About Us Peace Love Unity Respect Contact Us

Shara Blah
 Job: Web Developer
 Position: Web Designer
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Change Profile

Social Contacts

- Shara Blah
- Shara Blah
- Shara Blah77
- Shara Blah77

Skills

- Subject 1 92%
- Subject 1 92%
- Subject 1 92%

Task Progress

- Subject 1 92%
- Subject 2 72%
- Subject 3 65%

Notification

- Albert Heiler has sent you email. Two minutes ago
- Albert Heiler has sent you email. Two minutes ago
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LOAD MORE

Experience

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Experience

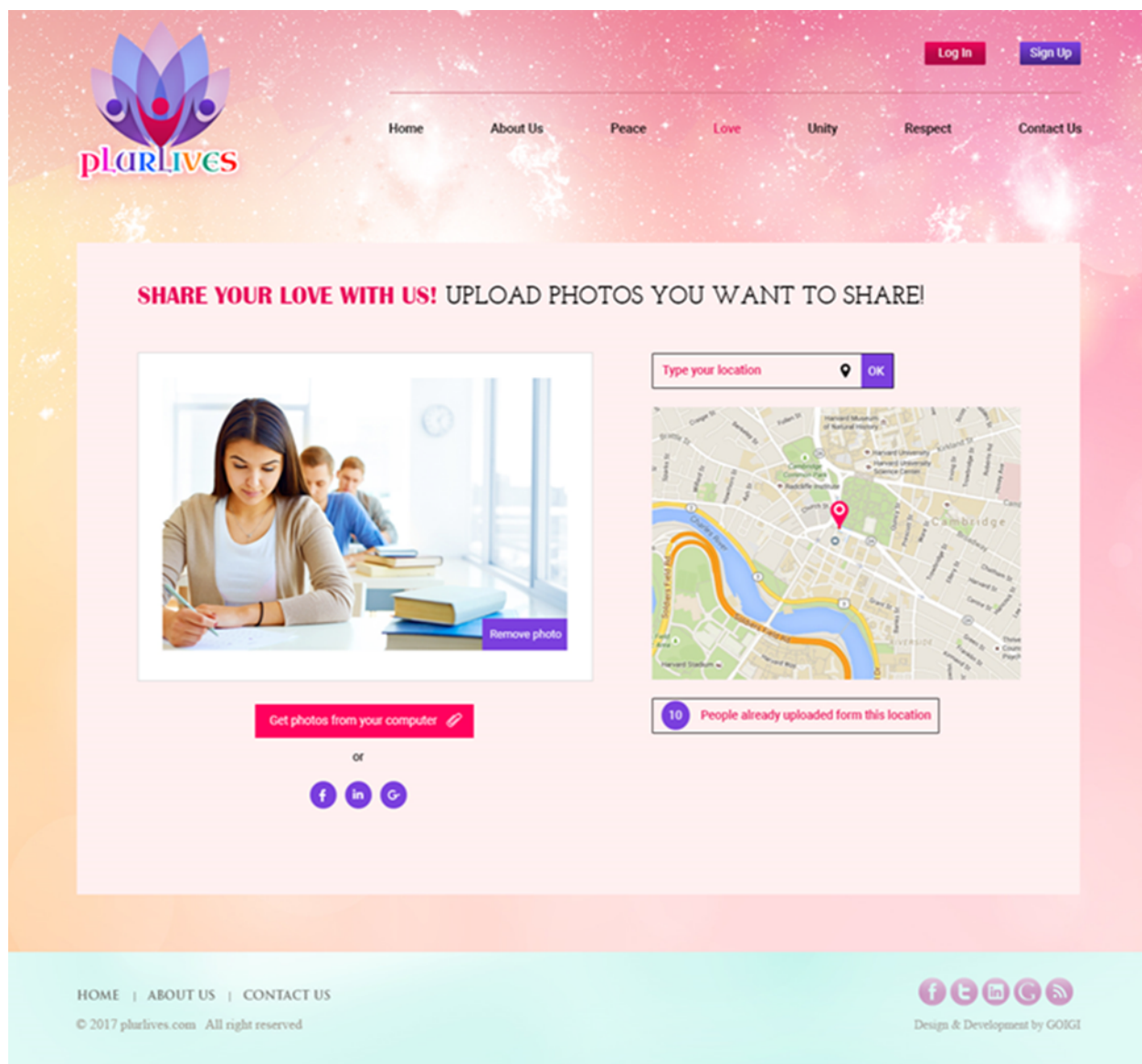
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f t in G+ S
 Design & Development by GORGE

PLURLives.com Example Member Profile

This profile is visible to all members on the site. It includes information on member's: biography, education experience, previous teaching experiences, non-profits they support, notifications for messages sent or comments made by other members, and the options to view your history, "likes," and change settings

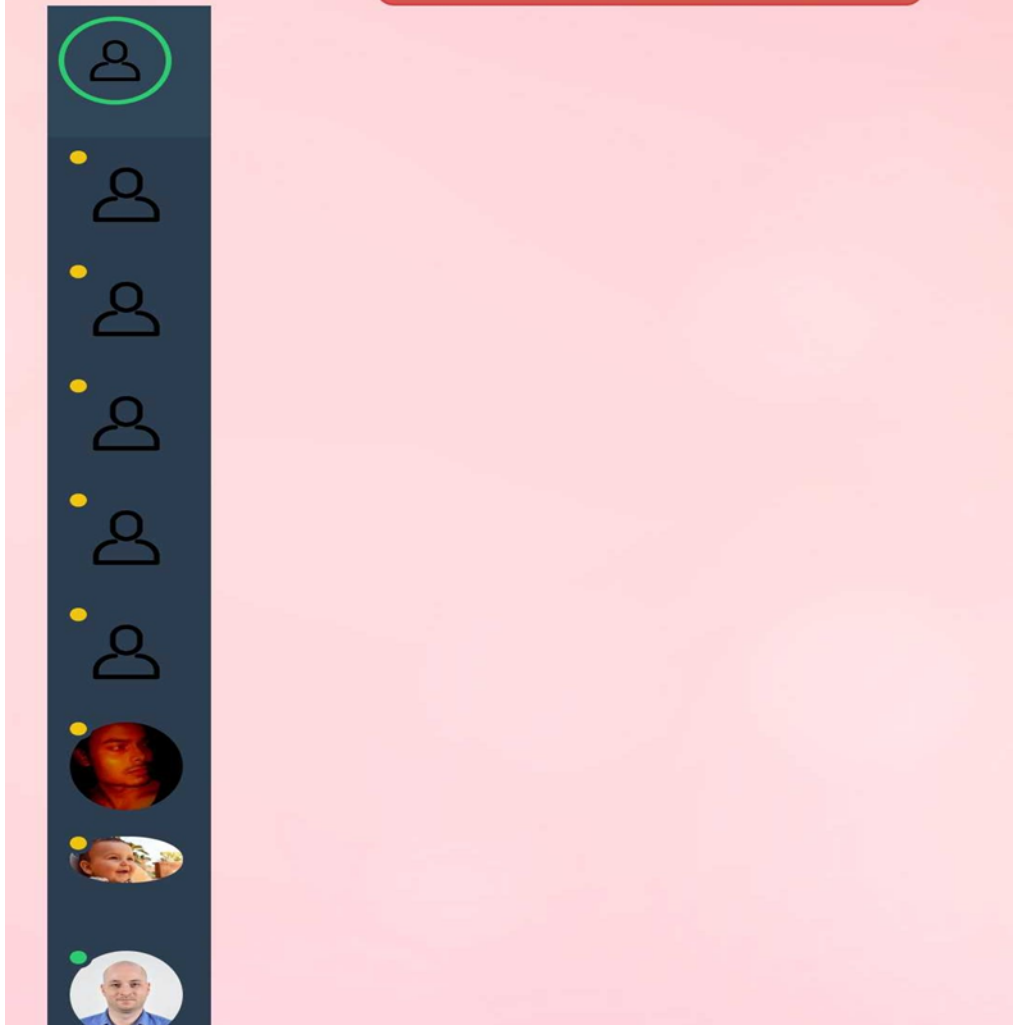


PLURLIVES.com "Love" Tab

This section of the website allows members to post pictures of themselves, their classes, and other pictures related to education. It also features a global map that displays how many photos have been uploaded for areas all over the world and gives you the option to view them.

"Share experiences, ask questions, give advice, stay in touch"

Available For Help



PLURLives.com "Unity" tab

UNDER CONSTRUCTION








This tab provides a space where members can communicate with one another asking questions, learning lessons, trading techniques and skills, and giving advice. You can join discussion boards or post yourself as "available for help" and have others contact you directly.

Teaching Material List

[+ ADD](#)

Show entries

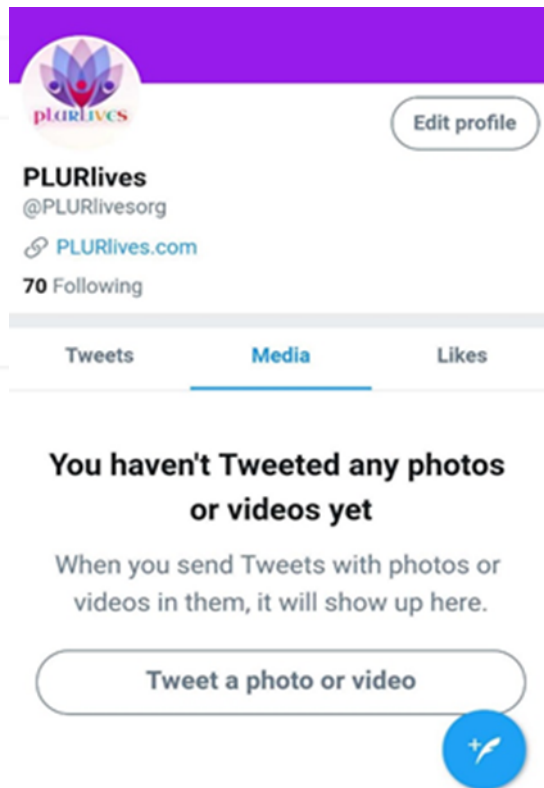
Search:

ID 	File Type 	Subject 	Title 	Content 	File 	Action 
11	Files	asdf123	asdfs123	asdf123	Database_Errors.docx	✎ Edit 👁 View

PLURLives.com “Peace” Tab

UNDER CONSTRUCTION

In this portion of the website, members will be able to upload teaching materials in the form of documents, videos, mp3s, PDFs ect



PLURLives.com is available on present social media platforms.

My organization can be engaged with on Instagram, Twitter and Facebook.

All sites will also reference to PLURLives.com

ABOUT PLUR LIVES

PLUR Represents a cherished dream, a mentality and a state of mind. Its stands for Peace, Love, Unity, and Respect. Not only do these ideals play a part in who we are and everything we do, but we hope to bring and foster this feelings in every being we encounter! If you notice, PLURLives is a double entendre! That means it has two meanings! On one side, it represents the fact that we aim to bring peace, love, unity, and respect to all lives through our community services, projects and schools! On the other hand, for those who may have become jaded or less hopeful about life due to all the crazy bad things in it, our organization aims to be a reminder that peace, love, unity and respect lives! We embody it, we share it, we create it, and we will never give up on it!

PLURLives philosophy is that no matter who or where you are, if you have a desire to learn you should be given the tools to make it happen. Education not only provides oppotunities in life, but helps us grow into the people we are as well. This organization aims to open schools on every continent. By teaching others how to teach themselves through self-directed and cooperative learning, PLURLives aims to help bring education to the world's refugee camps and impoverished areas.

About the Founder: My name is Ayanna Osborne and I was born and raised a half hour away from Washington, DC in a town called Waldorf, Maryland. After the age of 18, I moved to New York to complete my bachelors degree in Political Science, with a focus on international relations and a minor in English. I then migrated to San Francisco, where I completed my masters in Teaching English to Speakers of Other Languages. Throughout my life I have developed a deep love and care for everyone in all walks of life. It is out of this love that I became passionate about helping those in need. I have also developed a deep love of learning and teaching in my lifetime. For that, I am willing to work tirelessly to bring education to as many people as I possible can.

This making of this website was launched in September, 2017. The love going into it however, has been ongoing forever.



The “about us” section on PLURLives.com

CONTACT US

Have questions, comments or concerns? Or want to join our cause? Reach out!

Phone:

240 441 3756

Email:

PLURLives@outlook.com

Mail:

2830 Merchant Court

Waldorf, Maryland 20603



In addition to contacting the directors of PLURLives.com via social media, you can also use these methods listed under the “contact us” section.

ONLINE MATERIALS

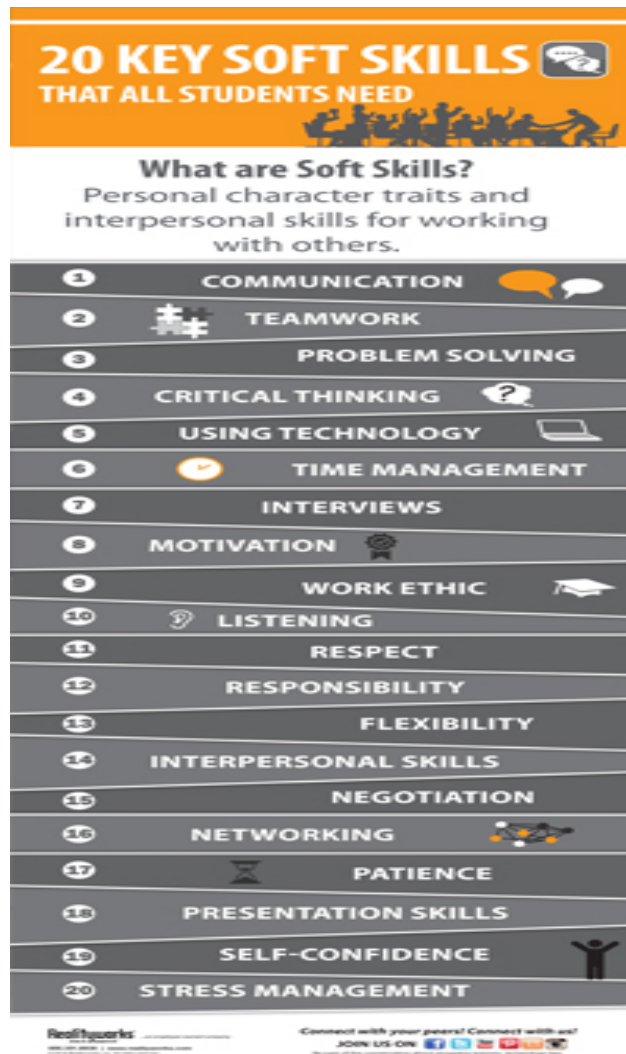
- Materials for refugee children who have had an interrupted education or have low literacy skills: www.springinstitute.org/Files/refugeechildrenbehavior3.pdf
- Audio and video materials, check out “Randall’s Listening Lab”: www.eslgold.net.
- English language podcasts: www.esl-galaxy.com
- Flashcards and themed units for teaching: www.abcteach.com
- Website providing daily current events activities, printable handouts and a teacher’s page: www.nytimes.com/learning
- Lesson plan archive: learnenglishkids.britishcouncil.org/en/
- Website for learning English. Good for all academic levels: www.usingenglish.com
- Website providing placement tests, exercises, lessons and pen pals: www.tolearnenglish.com
- Website providing games, quizzes and worksheets: www.softschools.com
- Excellent teacher resources: www.marksesl.com
- Website providing materials to help teach using music to include lyrics, CDs and downloads: www.songsforteaching.com
- Website offering grammar level placements and online English practice: www.eclecticenglish.com
- English teaching resources and podcasts: www.ibritt.com/resources/tr_esl.htm
- Audio/visual stories and multi-lingual digital books: www.bookbox.com
- Website containing multicultural material complete with phonics games, interactive books, printouts and an educator’s area: www.starfall.com
- Resource for video clips of lessons on reading, math, writing and teaching. As well includes interactive games and animations: Eworkshop.on.ca/edu/core
- Extensive database of 11,000 video links in 2,000 different categories: www.watchknow.org

(Hull,2015)

CLASSROOM ACTIVITIES

STUDENT SKILLS

Have students practice skills that will be needed in the classroom. This can also be presented as skills needed in the workforce. Each must person or team(s) must pick a word and give a positive and negative example of it.



Example: TEAMWORK

Positive: An example of good teamwork is when everyone contributes to getting the task done.

Negative: An example of bad team work is when only one person on the team Is doing all the work.

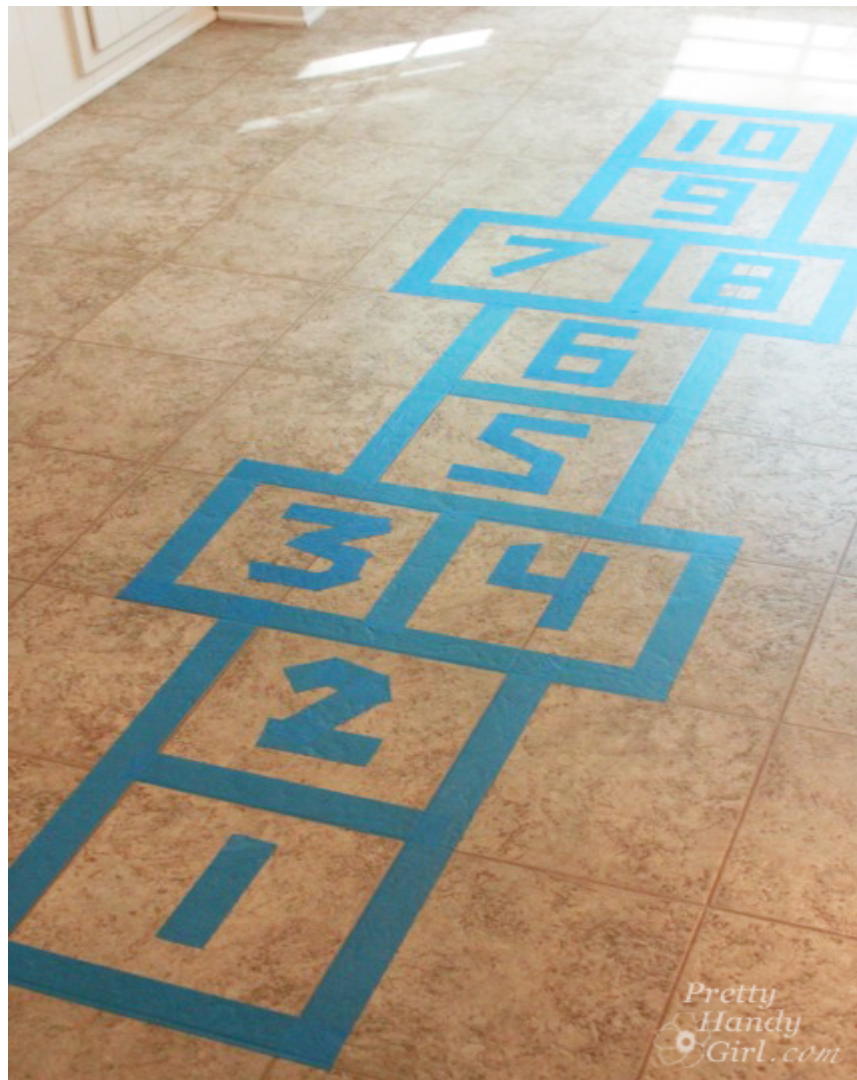
HOPSCOTCH MATH

Create this hopscotch model on a compatible floor that can use tape, chalk, markers, cardboard ect. Or, design the outline of the “hopscotch” with sticks, sand, mud, ect. Gather rocks, and count out the number of rocks equivalent to the number in each box. Line the rocks up next to each box so you can remember which is which. Alternatively, you can place the equivalent amount of sticks or piles of sand/dirt next to each box. Or, opt for memorization!

This game can be a numbers recognition or a mathematical game. One person can call out a number individually, such as, “hop to number 7,” can say “hop to what $10-8$ is” can say “hop to numbers you would need to make “17,” or “hop to what $5+3$ equals.

To include answers for numbers higher than 10, such as 30, students can either hop on 10 three times or hop on 3 and 0 and say 30.

There are many ways to do this, get creative and use this model to best suite your understandings and needs.



Directions: First, learn a set of vocabulary terms. Choose or utilize words or phrases that can be acted out.

Pick a word or phrase at a time, for example, "play basketball"

Pretend to play basketball without speaking

Have students guess what it is

Have the correct guesser come forward to mime the next word or a phrase.

Tips:

Indicate how many words are a part of the term you will be acting out by holding up that number of fingers before you begin

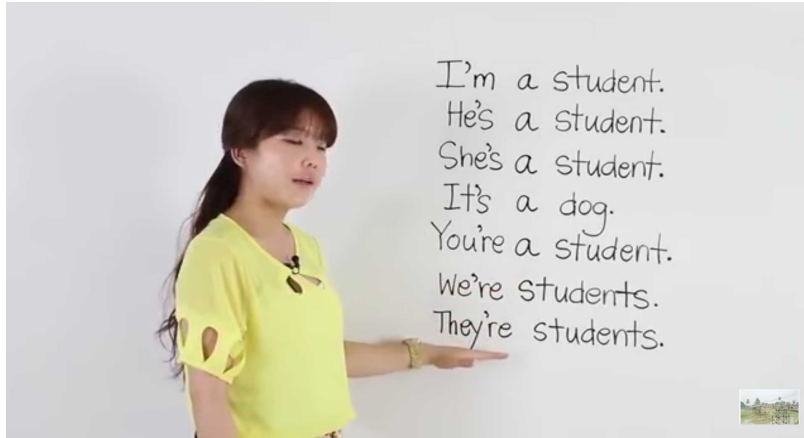
If people are guessing the wrong thing, its ok to shake your head no

If people are guessing words similar to the one you are acting out, you can touch your nose to give them a sign that they are close to getting it right



VIDEOS

Available on YouTube.com



English Grammar Lessons Course for Beginners Basic English Grammar

In this video, you can watch an experienced professor teach you a lesson in grammar

<https://www.youtube.com/watch?v=4FQ7KUN9ckM>



Teaching Methods for Inspiring the Students of the Future | Joe Ruhl | TEDxLafayette

Learn teaching methods to get your students motivated and engaged in learning.

<https://www.youtube.com/watch?v=UCFg9bcW7Bk>



How to Teach English to Kids or Adults: ESL / EFL Teacher Training

In this video, you can watch a teacher give a demonstration on ways to effectively teach English to children or adults



Student-Centered Learning in Large Classes

In this video, Dr. Joseph Axel discusses how to increase participation in large classes, increase students' accountability for learning, and structure class time to maximize content delivery and student application.

https://www.youtube.com/watch?v=AR83Kt4CM_Y

ARTICLES



NEW TEACHERS

New Teachers: Fundamentals of Classroom Management

Resources for developing routines, fostering classroom community, managing disruptions, and building student relationships.

May 7, 2015 Updated September 25, 2017



<https://www.edutopia.org/article/new-teachers-classroom-management-resources>



Advice from Veteran Teachers

Below is a collection of resources and tips for new teachers on a variety of topics, from teaching methods to assessment. You'll find great advice from experienced educators in two formats: slideshows or text. We hope that every teacher who spends his or her days making a difference in the life of a child will appreciate these choice bits of advice from veteran teachers. A big thank-you to all of the teachers who contributed their sage advice to help make the lives of other teachers easier!

Slideshows: Tips for New Teachers

<https://www.teachervision.com/teaching-strategies/teaching-tips-advice>



Planning for Effective Instruction: Best Practices (Part 1)

Posted on September 6, 2012



This is part one of a four-part article. In this article, we discuss how teachers plan with the end in mind. What does this mean? Too often, when we plan instruction, we get focused on the details (student activities, materials, etc.) and we take a look at the larger learning goal for yourself:

What do students need to know and be able to do by a given point in time?

It can take time to think about this, particularly if you're looking at a new learning goal.

Planning for Effective Instruction: Best Practices (Part 2)

Posted on September 10, 2012



Identifying the Declarative and Procedural Knowledge you want your students to have can help you stay on track and achieve the larger learning goal. This is part two of a four-part article.

Yesterday we discussed how effective teachers plan with the end in mind and carefully decide upon a sequence of instruction. Today, we'll talk about identifying declarative and procedural knowledge. To review, below are the Steps for Effective Planning:

Planning for Effective Instruction: Best Practices (Part 3)

Posted on September 11, 2012

Creating a scale related to learning goals comes only after several steps of effective planning. This is part three of a four-part article.

So far, we have discussed how effective teachers plan with the end in mind and carefully decide upon a sequence of instruction. Yesterday we talked about identifying declarative and procedural knowledge. In today's post, we'll show you how to pull it all together to create



Planning for Effective Instruction: Best Practices (Part 4)

Posted on September 13, 2012

This is part four of a four-part article.

So far, we have discussed how effective teachers plan with the end in mind and carefully decide upon a sequence of instruction. We've talked about identifying declarative and procedural knowledge. In yesterday's post, we discussed creating learning scales for each learning goal. Today, we'll show you how to use the learning goals to plan classroom activities and assignments. To review, below are the Steps for Effective Planning:

<http://www.marzanocenter.com/2012/09/06/planning-for-effective-instruction-best-practices-part-1/>

<http://www.marzanocenter.com/2012/09/10/planning-for-effective-instruction-best-practices-part-2/>

<http://www.marzanocenter.com/2012/09/11/planning-for-effective-instruction-best-practices-part-3/>

<http://www.marzanocenter.com/2012/09/13/planning-for-effective-instruction-best-practices-part-4/>

LESSON PLANS

Grammar Lesson

Minimal resources: DIY grammar

 Print  Email  Comments (2)  Rate

Each of the following ideas can be used in class with minimal or no preparation. They are ideal activities to review or extend grammar structures and require no special materials. Many of the ideas can be used with different grammar points, suggestions for the grammar follow each activity.

Personalized gap fill

- Write six to eight sentences on the board which contain the target structure with gaps for the students to fill in. Write the words they must use at the top of the board.
- Use students' names and details about them in your sentences.
- Students copy down the sentences, fill in the gaps with the words and then decide if they are true or false.

e.g. Susana's parents _____ in Madrid.

GOOD FOR: tenses, adjectives or adverbs, comparatives, modal verbs.

Error correction

- Similar to the exercise above, but write sentences with incorrect grammar. Again, use your students' names or perhaps your own.
- Students must first correct the grammar, and then make the sentences true if the facts are incorrect.

GOOD FOR: tenses, adjectives or adverbs, articles, comparatives, modal verbs.

<http://www.onestopenglish.com/methodology/minimal-resources/grammar/minimal-resources-diy-grammar/146553.article>

LEARN ABOUT THE BODY

Submitted by Sarah Holman (Kyoto City BOE)

Target Group: 5-6th year **Difficulty Level:** Fundamentals

Activity Objective:

To learn vocabulary on different parts of the body and to be able to speak and hear each word.

Procedure:

(5-10 Min) Learning Vocabulary. Introduce the selected parts of the body. Drawing a body on the board as well as using your own body is effective in conveying meaning. Have them repeat the vocabulary until they are comfortable.

(5 Min) Body quiz. Have everyone stand up. They can only sit down when they indicate their correlating body part. Example: Teacher says nose, and the student touches their nose. Then they can sit down.

(10 Min) Play Simon Says. This actively gets them moving the right body part responding to the teachers instructions. Example: "Simon says touch your nose."

(15 Min) Funny Drawing Activity. Have a group draw pictures together. Each person responds to a command (Draw a nose) and draws it. Then they pass the picture to the next person and give a command (Draw an eye). It goes on until the picture is completed. The group with the funniest picture wins.

(5 Min) Review body parts. Ask random students to tell you what body part you are pointing to. Make sure everyone has acquired the targeted vocabulary.

Materials and Preparation:

1 blank piece of paper per group of 4-5 students for drawing pictures.

<http://jetprogramme.org/wp-content/themes/biz-vektor/pdf/publications/7all.pdf>

Number and Shape Patterns



Mathematics, Numbers and Numerations, Algebra and Function, Problem Solving

Grade 1- 3

Objective

Students learn that patterns can be found just about anywhere in the world. They use different items, such as letters, numbers, colors, and shapes to create patterns. Students also learn that letters can be used to describe a pattern.

Directions

1. Before teaching the lesson, ask the children if they know what a pattern is.
2. Clap and snap your hands to create a pattern. For example, use the pattern "clap, clap, snap, clap, clap, snap." Have the children continue the pattern with you. Ask the children how they would describe the pattern to someone else. At this point, introduce the idea that patterns can be labeled with letters. The "clap, clap, snap" pattern would be labeled "AAB." Use the chalkboard or a piece of paper to model how to label the pattern.
3. Have the children make up patterns of their own to share with their classmates.
4. Go over the following practice pages with the children.
5. Naming the Pattern (page 10): Use numbers to create familiar patterns but with unfamiliar numbers. For example, counting by 2's but start with the number 31.
6. Identifying the Pattern (page 11): Use shapes to make patterns and pictures.

*Additional booklet not necessary to successful enact this lesson plan

*Utilize materials you can find in your environment to create patterns with

*Alternatively, you can also point out pre-existing patterns within your environment

<https://www.teachercreated.com/lessons/118>

Giving and Accepting Compliments

Gerard Counihan
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Brief Introduction for the Teacher

Socio-linguists speaking on the subject of politeness point out that there are three phenomena at play when a compliment is paid to someone: the recipient can choose to accept it directly, indirectly, or refuse it (he or she can presumably produce a blend of all three). All these strategies are not ill-intentioned, of course, they are employed by human beings in tricky situations, because dealing with a compliment is a delicate affair.

If you accept it right away, we are told, your response may insinuate superiority:

- John, you are so intelligent.
- I knew it all the time.

If you refuse a compliment, you may upset the giver.

- John, you look great.
- Not at all, I look terrible.

On the other hand, we have the problem of frequency; if someone is lavish with compliments-and never stops giving them, we could ask ourselves if he or she really means it. Americans, for example, are claimed to be particularly fond of complimenting, whereas other nationalities would be perhaps more inclined to avoid what are seen as potentially embarrassing situations. As a result, Americans have been accused of hypocrisy, while, we can suppose, the latter can be accused of being cold-natured. And then again, one can argue that an abundance of complimenting can reflect equality, directness, honesty, spontaneity. It is a no-win situation, but it must be dealt with, because compliments do occur and are paid. It is, I believe, not a vital area of learning a target language, but, if nothing else, teachers can sensitise their students to an interesting area of interaction, and perhaps generate some fun in the process.

Activity A

Get the students to talk about how they or people in their countries deal with compliments.

Activity B

Get the students to give (and react to) the following unfinished compliments. They can do it in pairs or in small groups. It might be a good idea to split up the students into pairs, and to ask them to write down each other's replies. In this way, each pair can report back to the rest of the class when the chosen compliments have been dealt with. Listening to other students' efforts is good fun. Each pair could also "act out" their mini dialogue. Encourage the students to inject some emotion into the exchanges, that is make sure they use appropriate intonation.

Possible Compliments:

- You look ...
- What a lovely ...
- You speak English ...
- I like your new ...
- Your perm is ...
- Where did you get that (indirect) ...
- You write very well, you should ...
- I admire your ...
- Well done, your work ...
- Congratulations on your ...
- Keep up the good work, ...
- You take after your mother/father, ...

<http://iteslj.org/Lessons/Counihan-Activities/Compliments.html>